

## Curriculum Guide ~ Getting Started

**UNIT GOAL:** *Students will demonstrate the ability to use level appropriate language skills to communicate personal identification information, to function as a learning community, and to identify information related to an educational/career goal.*

### CONTENT OBJECTIVES

Students will be able to...

- ask/answer questions about self and classmates.
- identify rights and responsibilities as a member of the class, the school community, and the community in which you live.
- identify long-term educational and career goals, as well as strengths, weaknesses, and experiences related to goals.
- identify short-term language learning goals, as well as strengths, weaknesses, and experiences related to goal.
- self-assess learning needs, strategies, and styles.
- self-assess technology needs and abilities.

### LANGUAGE OBJECTIVES

Level 500 and 550 students will be able to...

- ask/answer questions about self and classmates orally and in writing.
- describe self and classmates orally and in writing.
- describe a classmate in descriptive paragraph.
- use note-taking techniques.

### ACADEMIC OBJECTIVES

Level 500 and 550 students will be able to...

- describe their personal learning style.
- set short and long-term learning goals.
- take notes during lecture or video.

### TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- ask/answer questions about technology usage.
- set goals related to acquisition and improvement of technology skills.

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## LEARNING COMPONENTS

*\*Click on each Learning Component to connect to cited and additional resources.*

<p><u><a href="#">Reading Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ <b><i>Tapestry: Patterns of Cultural Identity</i></b>, Chapter 2, Time and Space</li> </ul>
<p><u><a href="#">Writing Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Descriptive paragraphs             <ul style="list-style-type: none"> <li>○ Students interview a classmate and write about him or her.</li> <li>○ <b><i>Great Paragraphs 2<sup>nd</sup> ed.</i></b>, Unit 8, pp. 122-143</li> </ul> </li> <li>❑ Guided instruction and practice of note-taking techniques             <ul style="list-style-type: none"> <li>○ <b><i>Learn to Listen, Listen to Learn: Academic Listening and Note-Taking 3<sup>rd</sup> Ed.</i></b></li> </ul> </li> </ul>
<p><u><a href="#">Oral Skills Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Students interview a classmate about educational background and future goals</li> <li>❑ National Public Radio: This I Believe Series</li> <li>❑ Guided instruction and practice of note-taking techniques             <ul style="list-style-type: none"> <li>○ <b><i>Learn to Listen, Listen to Learn: Academic Listening and Note-Taking 3<sup>rd</sup> Ed.</i></b></li> </ul> </li> </ul>
<p><u><a href="#">Grammar Activities</a></u></p>	<ul style="list-style-type: none"> <li>❑ Present, past and future verb review: simple, continuous tenses             <ul style="list-style-type: none"> <li>○ <b><i>Grammar in Context 3, 4<sup>th</sup> edition or 5<sup>th</sup> edition</i></b></li> </ul> </li> <li>❑ Reported Speech             <ul style="list-style-type: none"> <li>○ After asking a classmate interview questions, turn their responses into reported speech.</li> <li>○ Reported Speech Telephone Message Game: In groups of three, have one student leave a telephone message with one classmate for another. Have the student deliver the message using reported speech.</li> </ul> </li> <li>❑ Direct questions             <ul style="list-style-type: none"> <li>○ brainstorm and come to consensus on set of classmate interview questions.</li> </ul> </li> </ul>
<p><b><i>Assessment Activities</i></b></p>	<ul style="list-style-type: none"> <li>❑ Classmate interview reports</li> </ul>